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from the point of view of their occupational success after leaving school, showing unmistakably the value of the high-school training. While the results of these studies were doubtless to be expected, the investigation was thoroughly worth while and suggests a method which might well supplant the loose and unscientific methods which have usually been employed in discussion of the moral problems in school administration.

FRANKLIN W. JOHNSON

UNIVERSITY OF CHICAGO

The Study of Literature. By PAUL H. PEARSON. Chicago: A. C. McClurg & Co., 1915. \$1.25.

Professor Pearson's book is the outgrowth of his extended instruction of teachers of English in the University of Kansas and other institutions. He seems to have struck exactly a sane balance between a critical study and an appreciative study of masterpieces.

This contribution will be welcomed by teachers of English who find themselves confronted by a serious dilemma. If they allow their classes to "read literature as it should be read, for enjoyment" they face the danger of slipshod reading, producing for the pupils only a superficial knowledge of the story. On the other hand, if they compel classes to spend months on an English classic in minute analytical study of every detail, they most certainly kill the spontaneous interest in stories which characterizes children's earlier life. High-school pupils define a classic as "a book written in a dead language."

Professor Pearson sees that the sane approach for a class in English literature must be a compromise between these two extremes. With many concrete illustrations he explains how the analytical study may be made a constant help in giving high-school classes an illumined interpretation of the author's message. In short, if literature is to be studied at all, it is to be used as a means of establishing in the pupil's mind, not primarily a detailed knowledge of a few classics, but detailed knowledge of what constitutes any classic—what elements go to make up a great essay or drama or novel.

This admirable book will find its way into many a classroom in which instructors of methods are endeavoring to train teachers of the mother tongue. It will be of interest also to the general reader who desires a deeper insight into the charm and meaning of English literature.

R. L. LYMAN

UNIVERSITY OF CHICAGO

Honesty. By WILLIAM HEALY. Indianapolis: Bobbs-Merrill Co., 1915. Pp. 220. \$1.00.

The author has been director of the Juvenile Psychopathic Institute of Chicago for a number of years. As advisor of the Juvenile Court he has come in contact with a very large number of youthful delinquents and the experience thus gained furnished the background for his treatment of the specific type of

delinquency discussed in this book. The book is intended for parents, teachers, and social workers who are in direct contact with the problem of training young children. While thoroughly scientific in method, the author has throughout confined himself to simple and non-technical terms. He places great emphasis upon the importance of careful analysis of the specific causes of dishonesty as preliminary to effective remedial treatment. Among underlying causes the following are made the subjects of chapters: home conditions and parental behavior, companionship, amusement and adventure, habits—mental, physical, and social; physical conditions, abnormal mentality, impulsions and obsessions. Numerous detailed accounts of specific cases give valuable suggestions both for diagnosis and treatment. This is one of the most useful of the recent books dealing with the moral aspects of education.

UNIVERSITY OF CHICAGO

FRANKLIN W. JOHNSON

A Comparative Study of the Township District, Consolidated, Town, and City Schools of Indiana. By LESTER BURTON ROGERS, Ph.D.
Menasha, Wis.: George Banta Publishing Co., 1915. Pp. vi+210.

The purpose of this study, as set forth by the author in his introductory chapter is to present such correlated data of the four types of schools, the one-room township district school, the township consolidated school, the village or town school, and the city school of Indiana, as will reveal the exact condition of these four types of schools with reference to school plants, teachers, school population, attendance, curricula, supervision, revenue and expenditures, and to determine:

- (1) To what extent do the facts substantiate the claims made by the advocates for consolidation.
- (2) Which of the advantages gained by consolidation are limited to this type of organization.
- (3) To what extent is the present plan of organization and administration of consolidated schools applicable to the rural situation.
- (4) The essentials in the reorganization and administration of all rural and town schools to insure equality of opportunity for all children of school age.

In such a study as Dr. Rogers has made, the selection of representative units for investigation and the method of gathering and compiling data have an important bearing on the value to be placed upon the data and the conclusions reached. Great care was exercised by the author in getting typical corporations for study. The data were gathered by personal interviews and from official records, while the compilations were made by the author and one assistant. The data submitted appear to be entirely reliable.

The book is divided into nine chapters as follows: "Introduction," "School Plants," "Teachers," "Enrichment of Curricula," "Supervision," "School Statistics," "School Finances—Receipts," "School Finances—Expen-